



**THE USE OF WRITTEN CONVERSATIONIN TEACHING WRITING  
SKILL OF THE TENTH GRADE STUDENTS OF SMA 1 MEJOBO  
KUDUS IN ACADEMIC YEAR 2014/2015**

**By  
AFRILIANI NOR KHUMAEROH  
201132113**

**ENGLISH EDUCATION DEPARTMENT TEACHER  
TRAINING AND EDUCATION FACULTY MURIA  
KUDUS UNIVERSITY  
2015**



**THE USE OF WRITTEN CONVERSATION IN TEACHING WRITING  
SKILL OF THE TENTH GRADE STUDENTS OF SMA 1 MEJOB  
KUDUS IN ACADEMIC YEAR 2014/2015**

**SKRIPSI**  
**Presented to the University of Muria Kudus**  
**in Partial Fulfillment of the Requirements for Completing the Sarjana Program**  
**in English Education**

**BY:**  
**AFRILIANI NOR KHUMAEROH**  
**2011-32-113**

**ENGLISH EDUCATION DEPARTMENT TEACHER**  
**TRAINING AND EDUCATION FACULTY MURIA**  
**KUDUS UNIVERSITY**  
**2015**

## MOTTO AND DEDICATION

- ❖ Make a list for your life, because it can help you to be better future
- ❖ The best quality of person are, patient, pray, work hard and be grateful.
- ❖ Enjoy the process whatever your position and learn from the process.
- ❖ Quicker better
- ❖ Create, keep your dream and believe it will come true.

### DEDICATION:

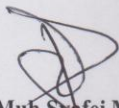
This skripsi is dedicated to:

- Her beloved Mother and Father.
- Her beloved brother.
- Her beloved boyfriend
- All of her best friends (Atik, Nurul, Budy, Rifki) who always support her.

#### ADVISORS' APPROVAL

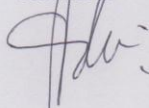
This is to certify that the *Skripsi* of Afriliani Nor Khumaeroh (2011-32-113) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, Mei 2015  
Advisor I



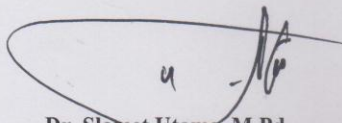
Drs. Muh. Saefi, M.Pd  
NIS.19620413-198803-1-002

Kudus, Mei 2015  
Advisor II



Agung Dwi N, S.S., M.Pd  
NIS. 0610701000001187

Acknowledged by:  
The Faculty of Teacher Training and Education  
Dean,



Dr. Slamet Utomo, M.Pd  
NIP. 1962121918703015

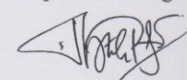


#### EXAMINER'S APPROVAL

This is to certify that the *Skripsi* of Afriliani Nor Khumaeroh (2011-32-113) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education.

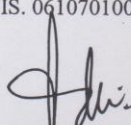
Kudus, June 13<sup>th</sup> 2015

*Skripsi* Examining Committee:



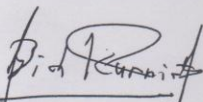
Atik Rokhayani, S.Pd, M.Pd  
NIS. 0610701000001207

,Chairperson



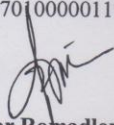
Agung Dwi Nurcahyo, S.S, M.Pd  
NIS. 0610701000001187

,Member



Diah Kurniati, S.Pd, M.Pd  
NIS. 0610701000001190

,Member



Farid Noor Romadlon, S.Pd, M.Pd  
NIS. 0610701000001227

,Member

Acknowledgment by  
The Faculty of Teacher Training and Education  
Dean



Dr. Drs. Slamet Utomo, M.Pd.  
NIP. 19621219-198703-1-015

## ACKNOWLEDGEMENT

For the very first, the writer thanks to the Almighty, Allah SWT who always gives blessing, strength, and guardian, so finally she is able to complete this skripsi. Secondly, she does not forget to say Sholawat and Salam to the most glorious human in the world and hereafter, Muhammad SAW, the true hero and idol.

Finishing this skripsi, the writer would like to express a great gratitude to:

1. Dr. Drs. Slamet Utomo, M.Pd as the Dean of Teacher Training and Education Faculty who has given the guidance for this last project.
2. Diah Kurniati, S.Pd., M.Pd as the head of English Education Department, Teacher Training and Education Faculty for motivating and supporting the writer.
3. Drs. Muh Syafei, M.Pd as the first advisor for his wise guidance and suggestion from the first up to the last time of this skripsi completion.
4. Agung Dwi Nurcahyo, S.S, M.Pd who has given constructive critics and guidance in finishing this skripsi.
5. Her beloved Parents who give her support, the love, pray, and immolation.
6. Her friends who love her where ever they are.
7. The chosen one who she loves and who love her for her pray, care, favor and everything. She dedicated to her success in the past and present of her lifetime.
8. Her entire friends who live with her in good, bad, worst condition, when we have no money. It is good memorial.

9. All lecturer of English Education Department of Teacher Training and Education Faculty who have taught and educated the students well during studying in University of Muria Kudus.

10. The Headmaster of SMA 1 Mejobo Kudus who has given permission to the writer to hold and do the research to her students as the sample.

11. The teacherin SMA 1 Mejobo Kudus who give me information, helps, times in conducting research in SMA 1 Mejobo Kudus an also the students who are to be sample in this research.

The writer aware, that this skripsi is far from perfectness and has some weaknesses. Therefore, the writer hopes constructive criticisms and suggestions for better condition. Finally, in the name of Allah the Most Gracious and Merciful and by the deepest thanks to our God and Allah always guide us to the best way of her life in the world and hereafter.

Kudus, June 2015

Afriliani Nor Khumaeroh



## ABSTRAKSI

Khumaeroh. N.A. 2013. *Penggunaan Percakapan Tertulis untuk Mengajarkan Kemampuan Menulis dari Siswa Kelas sepuluh SMA 1 Mejobo Kudus Tahun Ajaran 2014/2015*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing : (1) Drs. Muh. Syafei, M.Pd, (ii) Agung Dwi Nurcahyo, S.S, M.Pd  
Kata Kunci: Percakapan Tertulis, Kemampuan Menulis.

Menulis adalah salah satu keterampilan penting bagi siswa di SMA. Para siswa mendapatkan kesulitan dalam menemukan dan mengatur ide-ide untuk memulai tulisan mereka. Mereka juga selalu menggunakan teknik dan strategi yang sama yang telah diajarkan guru mereka. Untuk mengatasi hal tersebut, penulis menggunakan strategi baru yaitu Percakapan Tertulis. Percakapan Tertulis adalah percakapan tertulis antara dua orang atau lebih dalam harian atau mingguan. Siswa dapat menulis sebanyak mungkin sesuai yang diinginkan dan guru dapat memberi komentar atas apa yang telah ditulis dan ditanyakan siswa, mengenalkan topik baru atau menjawab pertanyaan.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara kemampuan menulis siswa kelas X SMA 1 Mejobo Kudus pada tahun ajaran 2014/2015 sebelum dan sesudah menggunakan Percakapan Tertulis.

Penelitian ini menggunakan desain eksperimen tanpa kelompok kontrol, tetapi eksperimen ini menggunakan satu kelompok yaitu untuk mengetahui sebelum dan sesudah menggunakan teknik Percakapan Tertulis. Karena jumlah populasinya sangat banyak, lebih dari 100, maka penulis memutuskan untuk menggunakan cluster random sampling untuk memilih sampel. Penulis mendapatkan kelas X-1 sebagai sampel dalam penelitian ini. Instrumen yang digunakan oleh penulis adalah berupa tes terdiri dari pretes dan posttes untuk mengetahui data sebelum dan sesudah menggunakan Percakapan Tertulis.

Dari hasil analisis rata-rata pretes adalah 70.62 dan rata-rata posttest adalah 78. Hal ini dapat disimpulkan bahwa t-pengamatan 3.8 pada tingkat signifikansi = 0,05 dan derajat kebebasan (df) 33 yang diperoleh dari N-1, t-tabel 2,04. Dengan demikian,  $H_0$  ditolak dan  $H_a$  dikonfirmasi. Jadi, hipotesis menyatakan, "Ada perbedaan signifikan antara kemampuan menulis kelas sepuluh SMA 1 Mejono Kudus pada tahun ajaran 2014/2015 sebelum dan sesudah diajarkan dengan menggunakan Percakapan Tertulis dikonfirmasi."

Dari kenyataan di atas, penulis memberikan saran kepada guru bahasa Inggris untuk dapat mengambil keuntungan menggunakan strategi Percakapan Tertulis yaitu siswa-siswi dapat mengekspresikan ide-idenya dalam menulis.

## ABSTRACT

Khumaeroh, N.A 2014. *The Use of Written Conversation in Teaching Writing Skill of the Tenth Grade Students of SMA 1 Mejobo Kudus in Academic Year 2014/2015*. Skripsi, English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Drs. Muh. Syafei, M.Pd, (ii) Agung Dwi Nurcahyo, S.S, M.Pd.

**Key word :**Written Conversation, Writing Skill

Writing is one important skill for the students at Senior High School. The students get difficulties in finding and organizing ideas to start their writing. The teacher always use the same technique and strategy when she teach. So, the writer introduce the new strategy to teach writing skill, that is Written Conversation. Written Conversation is dialogue between two or more people in daily or weekly. Students can write as much as they want and the teacher gives the comments to the students' writing and questions, introduce new topic, or asks question.

The purpose of this research is to find out whether there is any significant difference between the writing skill of the tenth grade students of SMA 1 Mejobo Kudus in academic year 2014/2015 before and after being taught by using Written Conversation.

This is an experimental research without control group, but this is an experimental research with one group which to know whether before and after being taught by using Written Conversation. Since the population has homogenous characteristic and the number more than 100, the writer conducted use cluster random sampling to select the sample. The writer get X-1 class which is 34 students. The instrument used by the writer was test exactly written test consist of pretest and posttest to know the data before and after being taught by using Written Conversation.

The result of this research, the mean of pretest is **70.62** and the mean of posttest is **78** it can be concluded that t-observation **3.8** in the level of significance  $\alpha = 0.05$  and the degree of freedom (df) **33** which is gained from N-1, the t-table is **2,04**. Thus,  $H_0$  is denied and  $H_a$  is confirmed. So, the hypothesis states "there is any significant difference between the writing skill of the tenth grade students in SMA 1 Mejobo Kudus in academic year 2014/2015 before and after taught by using Written Conversation" is confirmed.

From the fact above, so that the writer suggest the English teachers may take the benefit from the Written Conversation strategy that is the students can express their ideas when they writing.

## TABLE OF CONTENTS

	Page
<b>COVER .....</b>	<b>i</b>
<b>LOGO.....</b>	<b>ii</b>
<b>TITLE .....</b>	<b>iii</b>
<b>MOTTO AND DEDICATION.....</b>	<b>iv</b>
<b>ADVISORS' APPROVAL .....</b>	<b>v</b>
<b>EXAMINERS' APPROVAL .....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vii</b>
<b>ABSTRAK .....</b>	<b>viii</b>
<b>ABSTRACT .....</b>	<b>ix</b>
<b>TABLE OF CONTENT .....</b>	<b>xi</b>
<b>LIST OF TABLES .....</b>	<b>xiv</b>
<b>LIST OF FIGURES .....</b>	<b>xv</b>
<b>LIST OF APPENDICES .....</b>	<b>xvi</b>

### **CHAPTER I INTRODUCTION**

1.1 Background of the Research .....	1
1.2 Statement of the Problem .....	3
1.3 Objective of the Research .....	3
1.4 Significance of the Research .....	4
1.5 Scope of the Research .....	4
1.6 Operational Definition .....	5

### **CHAPTER II REVIEW OF RELATED LITERATURE AND HYPOTHESIS**

2.1 Teaching English in SMA 1 Mejobo Kudus .....	6
2.1.1 Curriculum of Teaching English in SMA 1 Mejobo Kudus .....	7
2.1.2 The Purpose of Teaching English in SMA 1 Mejobo Kudus .....	8
2.1.3 The Material of Teaching English in SMA 1 Mejobo Kudus .....	8



2.2 Writing Skill .....	9
2.2.1 The Process of Writing .....	10
2.2.2 The Characteristics of Good Writing .....	11
2.3 Written Conversation .....	13
2.3.1 The Advantages of Written Cnversation.....	14
2.3.2 The Disadvantages of Written Conversation .....	14
2.3.3 The Process of Teaching using Written Conversation.....	14
2.4 Review of Previous Research .....	15
2.5 Theoretical Framework.....	17
2.6 Hypothesis.....	17

### **CHAPTER III METHOD OF THE RESEARCH**

3.1. Design of the Research .....	18
3.2. Population and Sample .....	20
3.3. Instrument of the Research .....	21
3.4. Data Collecting .....	26
3.5. Data Analysis.....	26

### **CHAPTER IV FINDING OF THE RESEARCH**

4.1 TheWriting Skill of the Tenth Grade Students of SMA 1 Mejobo Kudus in Academic Year 2014/2015 before Being Taught by Using Written Conversation.....	31
--	----



4.2	The Writing Skill of the Tenth Grade Students of SMA 1 Mejobo Kudus in Academic Year 2014/2015 after Being Taught by Using Written Conversation.....	33
4.3	The Significant Difference of Writing Skill of the Tenth Grade Students of SMA 1 Mejobo Kudus in Academic Year 2014/2015 before and after Being Taught by Using Written Conversation .....	36

## **CHAPTER V DISCUSSION**

5.1.	Discussion.....	40
------	-----------------	----

## **CHAPTER VI CONCLUSION AND SUGGESTION**

6.1	Conclusion.....	45
6.2	Suggestion .....	45

<b>BIBLIOGRAPHY .....</b>	<b>47</b>
---------------------------	-----------

<b>APPENDICES .....</b>	<b>49</b>
-------------------------	-----------

<b>DOCUMENTATION.....</b>	<b>101</b>
---------------------------	------------

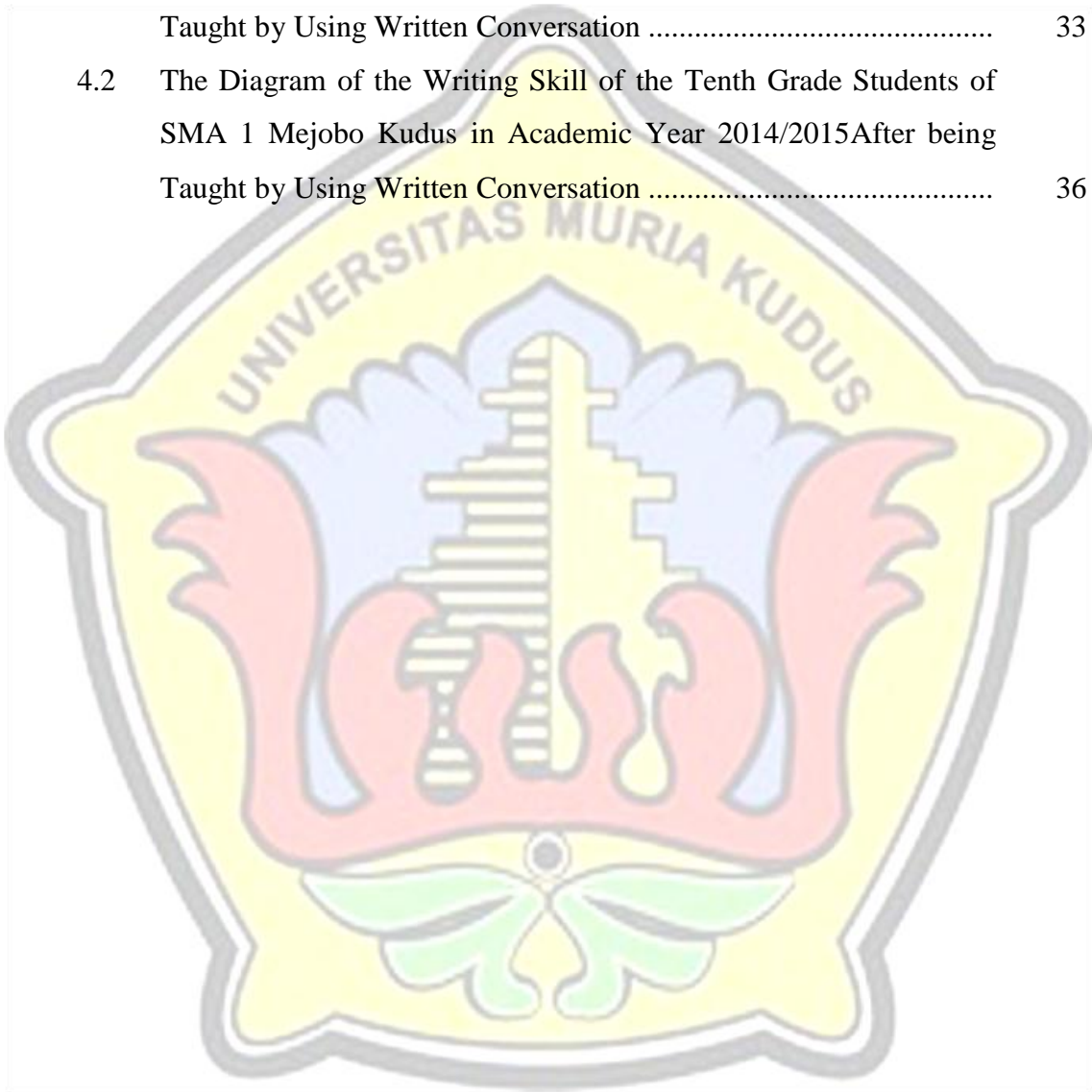
<b>CURRICULUM VITAE.....</b>	<b>103</b>
------------------------------	------------

## LIST OF TABLE

Table	Page
3.1 The Percentage of Writing Elements .....	22
3.2 The Classification of Writing Skill .....	23
3.3 Scoring Scale of Writing Skill .....	23
4.1.a The Score Table of the Writing Skill of the Tenth Grade Students of SMA 1 Mejobo Kudus in Academic Year 2014/2015 Before being Taught by Using Written Conversation.....	32
4.1.b The Table of Percentage of the Writing Skill of the Tenth Grade Students of SMA 1 Mejobo Kudus in Academic Year 2014/2015 Before being Taught by Using Written Conversation.....	33
4.2.a The Score Table of the Writing Skill of the Tenth Grade Students of SMA 1 Mejobo Kudus in Academic Year 2014/2015 After being Taught by Using Written Conversation .....	34
4.2.b The Table of Percentage of the Writing Skill of the Tenth Grade Students of SMA 1 Mejobo Kudus in Academic Year 2014/2015 After being Taught by Using Written Conversation .....	35
4.3 The Summary of T-test Result of Writing Skill of the Tenth Grade Students of SMA 1 Mejobo Kudus in Academic Year 2014/2015 before and after Being Taught by Using Written Conversation.....	38

## LIST OF FIGURES

Figure	Page
4.1 The Diagram of the Writing Skill of the Tenth Grade Students of SMA 1 Mejobo Kudus in Academic Year 2014/2015 Before being Taught by Using Written Conversation .....	33
4.2 The Diagram of the Writing Skill of the Tenth Grade Students of SMA 1 Mejobo Kudus in Academic Year 2014/2015After being Taught by Using Written Conversation .....	36



## LIST OF APPENDICES

Appendix	Page
1. Syllabus of SMA 1 Mejobo Kudus .....	50
2. Lesson Plan of SMA 1 Mejobo Kudus .....	56
3. The Students' Initial of the Tenth Grade Students of SMA 1 Mejobo Kudus in Academic Year 2014/2015 .....	85
4. The students' pre and posttest worksheet .....	86
5. Pre-test Scoring in the X-1 .....	88
6. The Calculation of Mean and Standrad of Deviation of TheWriting Skill of the Tenth Grade Students of SMA 1 Mejobo Kudus in Academic Year 2014/2015Before being Taught by Using Written Conversation .....	89
7. Post-test Scoring in the X-1 .....	92
8. The Calculation of Mean and Standrad of Deviation of TheWriting Skill of the Tenth Grade Students of SMA 1 Mejobo Kudus in Academic Year 2014/2015After being Taught by Using Written Conversation.....	93
9. The Value of T-Table for Any Number Degree of Freedom .....	96
10. The Calculation to Find Out T-Test.....	98



